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An effort to overcome the limited experiences of disadvantaged Negro children was made in a renovated elementary school in the heart of the downtown redevelopment area of Norfolk, Virginia. It was hoped that the experiment could take advantage of the atmosphere of renewal which surrounded the children and their families.

The first phase of the program was readiness: individual pre-school workshops for parents of children entering first grade, and a system of readiness experiences for the children when they entered school. From the time that the children were ready to learn to read, until they left the elementary school, a cultural enrichment program was planned. The programs were tied directly to the reading program and spiraled upward through the grade levels. Included were trips to cultural centers and public exhibits, use of resource people, viewing of TV programs, books, and hobbies.

The faculty regarded their program as "empathic teaching" or the attempt to enter into the world of the disadvantaged student. This approach involved learning as much about the psychology of the students as possible and teaching the Negro children to be proud of their race and the achievements of their people. The teachers compiled a list of about 70 areas in which pupils showed enthusiasm and improvement as a result of the cultural enrichment program. These pupils also showed an improved degree of adjustment to junior high school.

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HIGHER HORIZONS IN SOUTHERN ELEMENTARY SCHOOLS

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

by
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Higher Horizons in Southern Elementary Schools

by
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Director of General Education
Norfolk Division, Virginia State College

The steady rain of unemployment statistics which we receive in our daily news reports coupled with the volume of statistics which relates the poverty of our country to inadequacies in education, has made abundantly evident the fact that if our nation is not to become one that is half affluent and half poverty ridden, the problem involved in the full development of the potentials of children from disadvantaged families must be solved.

Over one third of our population is now classified as poverty ridden and of the four million unemployed breadwinners in this group three million have not finished high school and nearly one million have not completed the elementary grades.(1)

The great problem for educators is to develop an educational system which will overcome these handicaps of limited experiences. This system must not only be effective but it must be easily replicated or adopted by teachers of disadvantaged children everywhere. It must be exportable.

Generally, a child from a disadvantaged family comes to school with a smaller vocabulary, fewer experiences designed to acquaint him with the world of words and numbers plus a more limited concept of the world about him than does his more fortunate counterparts from middle and high income families. Also, he often regards adults and adult controlled learning as hostile. Learning to read and do number work is extremely difficult for these children and this difficulty is manifested in decreases in scores on standardized tests as the children move from grade to grade in the school.

It is heartening to note the efforts being made to help these children. Books and articles have been written, research has revealed some basic principles and procedures and universities are offering systematic programs of study designed to develop competencies on the part of those who would offer compensatory educational experiences to disadvanteged children.

This paper describes an effort in a southern school and considers the future expansion of the ideas, programs and practices in this region.

The faculty in this study had heard Dr. Daniel Schreiber, then coordinator of New York's Higher Horizons Program, speak on the program and had discussed their ideas with him. They wanted to explore the possibilities of combining the advantages of a downtown elementary school in an urban renewal area with a system of parent-teacher cooperation, readiness experiences, "fluid grouping," cultural enrichment and "empathy teaching" to overcome the handicaps of disadvantaged children and thus have them develop their abilities more fully than had previously been the case in this school. Significantly, the elementary school is now considered the prime beginning point for efforts of this type.

This study was carried out in the Henry Clay School of Norfolk, Virginia. This system has no kindergarten. Mrs. Irma Browne is principal. The school enrolls children in grades 1-6. This program has been in operation for three years. It has involved three entering first grade classes along with the children in all of the other grades. The school enrolled 405 pupils last year. It has 13 teachers and operates on double shifts in the lower grades. It is a renovated school which stands in the heart of the downtown redevelopment area. It is surrounded by the shopping district, new commercial and municipal buildings and old preserved landmarks. It is located only four blocks from the fine new municipal library and its pupils live in a sparkling new housing project nearby. This experiment sought to

take advantage of the whole atmosphere of renewal and uplift which surrounds these children and their families. It also sought to turn the problem of school shifts to an advantage if this was at all possible.

The first major phase of this program is the readiness activities. The faculty has been approaching readiness through a system of pre-school workshops for parents in the spring before the children enter first grade, physical examinations of the children at this time and a system of readiness experiences when the children enter first grade. Added to these is a system of fluid grouping as the varying degrees of readiness for reading are manifested by the children.

The pre-school workshops are held at the school in the evenings. Parents meet the teachers, visit the rooms and have refreshments. They are involved in lectures and discussions concerning reading readiness and are given lists of books and materials to buy or borrow from the library.

The readiness period begins in September and is designed to last until the last child has exhibited the desire and the ability to begin reading. About half will reach this point at the end of six weeks of readiness experiences.

At the end of six weeks, the process of fluid grouping is begun. Using performance on the Metropolitan Readiness Test and teacher observation as a guide, the children are re-grouped among the two first grade teachers with each teacher having a group with a different level of readiness. The groups are re-arranged again two months later and still again in the early spring. As the teacher's hours of attendance overlap, because of the shifts, all children are familiar with each teacher and the factor of lack of familiarity does not enter into the fluid grouping process. Teacher X, for example, will report for duty at 10:00 A. M. She will work with groups of Teacher Y's children on reading and numbers for two hours. Teacher Y who reported at 8:00 for duty will reverse the process for two hours in the afternoon.

The readiness experiences include materials from the Hayes Series along with teacher-made materials.(2) Heavy emphasis is given to home and community experiences. The P. T. A. meets twice monthly during this period. Parents of first graders meet in groups and readiness is the topic of discussion. The parents are given demonstrations and explanations of the experiences which are being afforded their children. They are given lists of experiences to provide their children at home. These include places in the city to take their children and how to interpret what is to be seen there, games to play with the children or have the older youths in the home play with them. Television programs and homework exercises are also given attention. The parents are shown how concepts gained from these experiences would be utilized to help children to read. A list of activities for the past year included the following:

VISITS

1. The Downtown Fire Station
2. The Elizabeth River Piers
3. Kirn Library
4. A Downtown Department Store

TELEVISION PROGRAMS

1. Fury
2. Walt Disney
3. Leonard Bernstein
4. Captain Kangaroo
5. Mr. Wizard
6. Family Classics

BOOKS TO READ OR HAVE READ TO THE CHILDREN

1. Mother Goose
2. Grimms Fairy Tales
3. Bible Stories
4. Peter Rabbit
5. Come to the Zoo
6. All Around You

No visit recommended was more than walking distance from the housing project and all of the books could be borrowed from the school or from the public library.

The total program of cultural enrichment efforts included seven categories as follows:

1. Trips to Cultural Centers
2. Trips to Public Exhibits
3. Use of Resource People
4. Viewing of T. V. Programs
5. Etiquette
6. Books
7. Magazines and Hobbies

The programs is tied directly into the reading program and it spirals upward through the grades with each succeeding cultural experience designed to build on previous concepts. In the first grade, for example, the trips and visits recommended to parents for readiness experiences are expanded as cultural enrichment to downtown walking tours carried out by the teachers. They are further expanded into bus trips to other parts of the city and the Tidewater region. These bus trips were underwritten by a grant from a downtown businessman who asked to remain anonymous but who felt rather keenly about the necessity to help disadvantaged children. This donor in his disucssion may well have emphasized an important but neglected aspect of programs of this sort and this is the fact that many individuals are eagerly searching for ways to help children from these circumstances. This grant, which was not large, afforded every child in the school the opportunity for at least two bus trips per year to a place of cultural interest in the region.

The following chart contains the graded cultural enrichment experiences afforded the children last year in each of the six areas. It demonstrates the point made earlier of the spiralling of concepts.

CULTURAL EXPERIENCES PROGRAM, 1962-63
HENRY CLAY SCHOOL
NORFOLK, VIRGINIA

GRADE	TRIPS	RESOURCE PERSONS USED	PLAY & PLAYS ATTENDED	PUBLIC EXHIBITS SEEN	T.V. PROGRAMS RECOMMENDED AND DISCUSSED	ETIQUETTE STRESSED	PERIODICALS AND BOOKS	HOBBIES
1	Tour of school community city parks	School Nurse Art Teacher Librarian P.E. Teachers Music Teachers	Seasonal Operetta Center Theatre	Department Store Toylands	Fury Walt Disney Leonard Bernstein Bell Telephone Hour Capt.Kangaroo	Table Manners Decorum Good Grooming	We hope parents have exposed their children to at least one of the books listed	Molding with clay and scraps
2	Downtown shopping and Naval Base	Art Teacher Librarian L. Edwards Music Teacher	Spring Production	Doll Show City Auditorium Naval Base	L. Bernstein Nat. Velvet Shari Lewis Dennis Lassie Capt. Kangaroo World of J. Glenn	Table Manners Grooming Courtesy (a)Voice (b)Graces (c)Listening	Boys Life Encyclopedia Dictionary Guide Bible Book of Poems	
3	Post Office Downtown Department Stores Azalea Gardens Airport City Park Fire Station Safety Building	Rev. Venable Mrs. Gilliam Mrs. McMillian Mrs. Edwards Fire Inspector	Spring Dance Rec. School Plays Operetta	Toyland Parades Naval Air Station Norfolk Museum	Dennis W.W. of Color Capt. Kangaroo Bell Telephone Lassie Nat. Velvet Bull Winkle Shari Lewis	Table Manners Soc. Graces Grooming	Child Craft Dictionary Fairy Tales Garden of Verses Little Golden Books	Clay Weaving Items for Science

TRIPS	RESOURCE PERSONS	PUBLIC PROGRAMS EXHIBITS-PLAYS	MAGAZINES	T. V. PROGRAMS	ETIQUETTE	BOOKS
4 Myers House City Hall Williamsburg Jamestown Museum Yorktown Airport Newport News Train Station Naval Base	School Nurse	Christmas Concert at College & Bank Street Va. State College Musical or Dance Concerts in the Area	Jack & Jill Children's Digest Weekly Reader Highlight	Tell the Truth Alvin Show Walt Disney Nat. Velvet Mr. Ed Beaver The McCoys Man in Space Twentieth Century Lassie	Courtesies How to Meet Friends Using the Telephone Expressing Appreciation	Betsy Ross Jane Adams Little Women Little Men Encyclopedia Bible Stories Johnnie Appleseed Every Day Courtesies
5 Public Library Journal & Guide Telephone Building N.& W. Railway Luray Caverns Washington, D.C. Rice's Dept. Store & Other Dept. Stores Window Displays	Mr. Fencham	City Auditorium Doll Show Flower Show Others Va. State College Booker T. Wash. High Concert College Concerts Don Cossack Ballet Parades Memorial Day Oyster Bowl Scout Parades	Highlight Children's Digest Weekly R. Newspaper Comics Ebony Look Life Parents Mag. Science Fic.	Lassie Twentieth Century Walt Disney Dennis Man in Space Telephone Hr. L. Bernstein College Bowl News Weather	Table Manners Courtesies Good Grooming Telephone Decorum Giving	Landmark Books of People & Events Grimes and Aesop Tales Bible Stories Alice in Wonderland Child Story of the Negro Christmas Carols Little Lame Prince Prince & Pauper Cowboy & His Horse Legacy Books

TRIPS	RESOURCE PERSONS	PUBLIC PROGRAMS EXHIBITS-PLAYS	MAGAZINES	T. V. PROGRAMS	ETIQUETTE	BOOKS
6 Demolition Area Tunnel (2nd) Downtown Norfolk Va. State College * New York, N.Y.* Boston, Mass.* Library Museum Historical Landmarks	Librarian Mrs. Nance (Cuban in Peacetime) Nurse Mrs. Milner	Va. State College Christmas Program High School Christmas Program Little Theatre Program Players Guild	Life Time Look Classics Comics Ebony Daily Papers N. Y.Times (Sun. Ed.) National Geographic	McCoys To Tell the Truth Alvin Show Nat. Velvet Mr. Ed. Beaver	Meeting New Friends Courtesies Using the Telephone Appreciation (Oral & Written) Traveling Courtesies Giving Directions	Treasure Island Tom Sawyer Alice in Wonderland Vanderbilts Book of Etiquette Petersons Book of Poetry World Book Jane Adams Little Men Little Women Bible Stories

*These trips sponsored by Sixth Grade Mothers Club.

This faculty regards their program of "empathetic teaching" as perhaps the well springs from which all of the motivation and procedures flow. As such, they feel that its development is of critical importance in programs of this sort.

"Empathetic teaching" as this group conceives it is the same as the phrase which they have coined to describe it. It is an attempt on the part of the teachers to enter into the world of the disadvantaged child, to see the world through this child's eyes and thus to equip themselves to utilize this child's concepts to develop broader and more accurate concepts; to have this child realize that there is a friendlier world and that there is an opportunity for him to participate in this world and that the avenue to such a participation is high literacy. Empathetic teaching means, further, the surveying of the teacher's arsenal of skills in the light of the observed needs of the child and the subsequent acquisition or improvement of the needed skills in-service. Finally, empathetic teaching means the sloughing off of traditional or "approved" methods of teaching and learning. It is the trip during the school day, the teaching of parent child study classes during the night. It is equalitarianism in an enjoyable church visit with an obscure sect and the attendance at a little noted wedding or funeral. It is listening to the bad grammar which enunciates the aspirations of a poverty ridden parent for her children or the bitterness of one who lashes out against a world which he hopes his child will understand and be able to control better than he.

Following this approach, the faculty en-mass was determined to learn as much about the psychology of the disadvantaged and about reading as possible. A large majority enrolled for further study in these areas. Another important skill found necessary was that of teaching Negro children to be proud of their race and the achievement of their people. The teachers in trying to see the children's world as the children saw it, sensed first hand, the almost sublimal manifestations of self rejection on the part of these children which psychologists have pointed

out as the marks of oppression which Negroes often bear.(3) The teachers tried to overcome these feelings through the study of Negro achievers. The children, for example, were urged to be proud of Crispus Attucks, a Negro, who was the first man to fall for the freedom of this country, George Washington Carver who developed the first plastics and so on. A partial list of Negro achievers studied follows:

Science

Dr. Charles Drew, George Washington Carver, Dr. Percy Julian, Benjamin Bannecker, Ambrose Nutt and Dr. Daniel Hale Williams.

Music

Paul Robeson, Marian Anderson, Matiwilda Dobbs, Camilla Williams, Roland Haynes, Johnny Mathis, Mahalia Jackson, Dorothy Manor, Nat King Cole, William Warfield and Margaret Tynes.

Art

Edythe Haskett and A. B. Jackson.

Literature

Paul L. Dunbar, Carl Rowan, Richard Wright, Phyllis Wheatley, James Baldwin, Lorraine Hansberry, Countee Cullen, James Weldon Johnson, Fredrick Douglas, Langston Hughes and Lerone Bennett.

Education

Dr. Rose Butler Brown, Booker T. Washington, George Washington Carver, Dr. Mordecai Johnson, Dr. Kenneth Clark, Dr. Dewitt Proctor, Carter G. Woodson and Dr. Allison Davis.

Government

Carl Rowan, Robert Weaver, Andrew Hatcher, Adam Clayton Powell, Congressman Diggs, Congressman Dawson and Lyle Carter.

Sports

Jackie Robinson, Wilma Rudolph, Joe Louis, Sugar Ray Robinson, Willie Mays, Jessie Owens, Althea Gibson and Joe Perry.

Religion

Adam Clayton Powell, Dr. Martin Luther King and Dr. Howard Thurmond.

Drama

Ethel Waters, Sammy Davis, Jr., Dorothy Dandridge, Juan Hernandez, Lena Horne, Eartha Kitt and Sidney Poitier.

The faculty evaluated the program this year by collecting evidences of the growth of parents and pupils toward or away from the goals of the school and weighing their procedures in the light of these evidences. They used three methods for collecting these evidences: (1) teacher judgments of improvements of parent and pupil habits, skills, attitudes and appreciations, (2) improvements in performances of graduates in the junior high school and (3) improvements in the test scores of the children.

The teachers compiled a list of improvements in parents and pupils behaviors since the program began. The 13 teachers listed 73 incidences of improvement. Listed below are the 40 incidences which were mentioned most frequently. The statements as submitted by the teachers have been left intact:

Grades 1 - 2 - 3

"Pupils have shown enthusiasm and improvement in the following areas:

1. Oral and written expression.
2. Listening habits and the ability to follow more complex directions.
3. Expression in reading.
4. Imagination and curiosity.
5. Knowledge of nature and the care of animals and plants.
6. Vocabulary development.
7. Use of school and public libraries.
8. Selection of television programs that will help in cultural growth.
9. Understanding and appreciation of the achievements and contributions of the Negro.
10. Appreciation of beauty.

11. Interpretative skills through use of context and pictures.
12. Social graces.
13. Poise in story telling.
14. Appreciation for form, shape and color in art.
15. Appreciation and growth in dramatizing.
16. Decorum.
17. Communications between parents and children.
18. Reading of a greater variety of materials and sharing it with others.
19. Personal hygiene, diet and personal appearance.
20. Respect for the rights and property of others."

Grades 4 - 6

"As a result of the facets of cultural development which we have touched upon this year, the following signs of progress have been noted. Pupils are:

1. Showing a greater desire to do creative writing.
2. Recognizing the need for correct writing in relation to everyday speaking and writing.
3. Assuming more responsibility for suggesting activities in written composition.
4. More at ease in the presence of new individuals and new situations.
5. Accepting criticism as well as being able to give constructive criticism.
6. Asking questions with clarity.
7. Showing an appreciation for the beauty and fine workmanship found in art forms, architecture and monuments in our community.
8. Showing a greater awareness of high moral and spiritual values.
9. Showing a greater appreciation of good manners, politeness and good sportsmanship.
10. Showing initiative in trying to attend worthwhile programs in the community.

11. Showing an appreciation of the value of having a variety of reading material in the home.

12. Showing the awareness of correct table manners.

13. Using their knowledge of how to use the utensils for eating.

14. Sitting properly at the table and engaging in quiet conversational discussions.

15. Developing more pride and interest in the Negro accomplishments and contributions to American culture.

16. Becoming more aware of the importance of being well educated and well behaved.

17. Viewing and listening to more educational television and radio programs with parents.

18. Arousing more interest in parents to the extent that they accompanied pupils on educational trips.

19. Showing a marked improvement in their appreciation of the meanings and significance of special holidays.

20. Listening more attentively to develop critical thinking."

The faculty asked the principal of Ruffner Junior High School for a full report on the second class that had graduated since the program began. These students were fifth graders at the inception of the program and had lived and studied under the new procedures for two years before going to Ruffner. The principal was asked to send evidences of: (1) improved degree of adjustment of these students to junior high school when compared to classes over the last three years, (2) unusual academic achievement and (3) meritorious participation in curriculum activities. The report revealed that:

1. Only one student out of the 40 that went to junior high failed to make a smooth transition. Previous years had seen a much higher number of students with adjustment problems.

2. The students received as many high grades and no more low grades than did children from non-project homes in the area; an improvement over past performances.

3. Three students from Henry Clay led their respective Seven L sections at Ruffner comprising the graduates of about ten elementary schools. Unusual.

4. Although seventh graders do not usually work on the school paper, three seventh graders from Henry Clay applied and were selected by the newspaper staffers to serve. They performed remarkably well.

5. The Hermitage Art Award given by the Virginia Museum of Arts and Sciences to outstanding young artists was won by a Henry Clay seventh grader.

6. The students seemed unusually sensitive to art forms and to aesthetics when compared to former classes and the children around them.

The faculty was careful to regard tests as an integral part of the over-all evaluation. Their testing design was not as stringent as a full blown research program would have. For export, however, it was ideal. It consisted of the standard tests given in the regular testing program of the school system plus one additonal test. The faculty, like most, felt inadequate in planning this aspect of the evaluation. They solved this by pressing their school psychologist into service.

The achievement levels of the first grade pupils in the spring testing was compared with the readiness levels they exhibited in the fall testing. There were 43 sets of comparable scores obtained for the first grade class of 1962. The Metropolitan Readiness Test was used for the September testing and the California Achievement Test for the May testing.

In September, 31 of the first graders scored as low normal or poor risks on the readiness battery. In May, however, only six pupils scored as low normal on the achievement test. The average achievement score for the group was 2.13 years with a standard deviation of .6 years. This average is .3 years higher than national norms and considerably higher than scores usually achieved by children from low income families. Also, the scores showed an almost perfect normal curve of distribution. Further, three of the poor risks on the readiness test scored as

high average on the achievement test and three scored as superior! The remaining four superior achievement scores were made by two students who scored as high normal and two who had scored as average on the readiness test.

The achievement scores for all of the grades were compared with national, state and city norms where possible. The faculty was particularly concerned about the decrease in achievement levels which often characterizes the efforts of disadvantaged children as they progress from grade to grade. This decrease is commonly called age-grade decrements.

It has already been noted that the first grade classes were above grade level on achievement tests and that their scores showed a normal distribution from high to average to low. The school system does not test in the second, fourth and sixth grades. The third grade, which had participated in all three years of the program, averaged 3.7 in achievement with a normal distribution of scores and a standard deviation of .3 grade. The fifth grade averaged 5.2 years or 5 months below grade level. The faculty attributed this to the fact that they had not benefitted from the early primary activities in the three year program.

They also took note of the fact that the state average for disadvantaged fifth grade children was 4.6 and that the city average for entering seventh graders from disadvantaged communities on this test was 5.2. They further noted that their seventh grade entrants once had this average and that the fifth grade scores were now higher and that they should rise still higher with succeeding classes according to the record of improvement. The present fifth grade class, for example, was tested as fourth graders in March, 1962 and averaged 3.7 years or 1.0 years retarded. Their present performance cuts this rate in half.

Another method used for judging test scores was that of ascertaining the number of children in each grade on level or above and below level. A rough goal

of 68-16-16 (a normal curve distribution) respectively was set for each category. The faculty was determined that their concepts of excellence should not settle rigidly into such a mold, however, as they could not be certain of the distribution of genetic ability in their school.

Grade three showed more than a normal curve of distribution while grades one and five exhibited a bi-modal distribution with the latter also showing a skew to the left. These findings helped to evaluate the grouping procedures and the faculty is now determined to expand its individualized reading program in grades five and six as examination of the scores convinced them that reading was the key to the remediation of below level performances in arithmetic as well as reading and language in these grades. The following table contains further data:

PERCENT OF CHILDREN ACHIEVING ON,
ABOVE OR BELOW GRADE LEVEL ON THE
CALIFORNIA ACHIEVEMENT TEST
N-134

GRADE	PERCENT ABOVE LEVEL	PERCENT ON LEVEL	PERCENT BELOW LEVEL
1	42	35	23
3*	73	13	14
5	48	14	38

*This class participated in all phases of the program which has been in operation for three years.

As one examines the efforts of this faculty over the past three years, one comes to several conclusions. First, one feels that any faculty can carry out programs of this type. One also must believe that faculties in schools with disadvantaged children should be attempting to do so if the growing economic dependency of the unlettered person is not to deteriorate into a reservation type of existence for many of our countrymen.

They must conclude, too, that the total life and culture of disadvantaged people must be affected to make formal school work meaningful and effective and that one of the best investments a state or locality can make is in borad, well run, programs to do this. The cycle of poverty can perhaps be broken in a decade of effort and new disadvantaged migrants to a given locality from that point on would benefit from a majority population which values learning, order, dignity, cleanliness, beauty and ambition for all.

The profession must keep the problems of the disadvantaged before itself and before the American people until it is completely solved. Educationists are often apt to be faddists. But until teachers colleges train teachers and school systems develop curricula for all of the children instead of the two thirds who are not impoverished and until all Americans see to it that their governments and social institutions work out the ways and means to help these people to lift themselves up, the attention currently given this problem should not be allowed to wander.

Faculties which attempt such programs seem to have some difficulty in clarifying their design, collecting and interpreting statistics and in teaching reading. A fine addition to the existing provisions for in-service training for teachers under the National Defense Education Act would be a title providing for training in developmental and remedial reading, statistics and the psychology of the deprived child. Some states have made limited provisions for training in reading. Foundations can help by providing for workshops and for visits of teachers and administration to on-going programs in order that they might quickly gain the necessary insights to begin in their home communities. There is an issue, too, of who should pay for cultural enrichment trips. Southern school boards will be reluctant to do this but individuals and organizations might. There is also the danger that enriched readiness and lower primary programs might be used by some

boards to avoid the development of kindergartens and the elimination of school shifts. Communities must resist this sort of thinking and planning.

Finally, industrialists and financiers in every community must become increasingly convinced that the major factor in the eventual success of any program to develop academic potentials in Negro children is the firm opportunity to receive employment or to go into business like anyone else upon graduation. This is the heart of the motivational process in education in our society. Motivation of Negro youth is no different in this respect. There is heartening evidence that this important point is being brought home in many communities. There is a long road to travel in others.

The prospects for wide adoption of Higher Horizons Programs in southern schools seem favorable at this time. Norfolk is experimenting in at least six schools with various approaches. Richmond is embarking on a similar program under a "Great Cities" grant. The Louisiana Education Association has pilot programs in 30 schools and Houston is operating school programs under grants from the President's Committee on Juvenile Delinquency. As southern communities become industrialized there is already the demand for literate and skilled labor and in the areas where communities have not exploited their labor force through inequitous tax credits for the new plants and encouragement of subsistence level pay scales for the workers, there is the money to pay for the needed education. Higher Horizons or similar programs seem to hold great promise for the "great stride forward."

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